CURRICULUM GUIDELINES AND CRITERIA – MIDDLE SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
MIDDLE SCHOOL LEVEL			
Focus & Intent – Middle School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the state board) for **two** of the academic core content areas (English, reading-language arts and mathematics), with attention to grade level course content and critical instructional practices and strategies embedded in the adopted instructional programs. **Training must include:** • Up to 4 hours for state/district vision, plan and expectations; • A minimum of 32 hours training on the instructional programs, including the embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments; • A minimum of 2 hours for support systems and communications and technologies.	• Develop a working knowledge of key terms. • Understand priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs when working with teachers. • Achieve credibility as an instructional leader with teachers through a familiarity with the content of the district-adopted programs.	

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MIDDLE SCHOOL LEVEL			

Institute Materials – Middle School Level	• Teacher's Guide for district-adopted, standards-based instructional program for 6-8 grade level courses included in the training (reading-language arts basic program, 6-8, or reading-language arts intervention program, 6-8; and mathematics basic, 6-7, or algebra, 8).
	
	• Auxiliary Teacher's Guide, when appropriate (e.g. extensions for practice, and supplemental guides for groups of students –EL, GATE, Sp.Ed. etc.).
	
	• Handouts specific to participating districts and not required at time of submission for approval of training curriculum:
	  – Local Board, district and school site rules and regulations that govern middle school level instructional practices.
	  – District's current pacing/scheduling guides for adopted instructional programs.
	  – District's Board policy on instructional minutes for reading-language arts and mathematics, 6-8.
	  – Guide checklist for principals to observe classroom instruction.
	  – Examples of entry level, monitoring of progress for delivery of instruction and student achievement, summative student assessments, and other district tools.
	  – STAR Blueprint for the California Standards Tests, grades 6-8.
	  – District and school level STAR reports from CDE website for most recent year.
	  – CELDT assessments and reports
		• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies); and the general coverage of content related to the grade level content standards.
		
		• Develop working familiarity with the district-adopted standards-based instructional program materials.
		
		• Achieve confidence and ability, through familiarity with program, to guide teachers' use of district-adopted standards-based instructional program materials.
		
		• Attain tools and resources to share with teachers.	

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	State / District Vision, Plan & Expectations		
Institute Curriculum – Middle School Level	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English-language arts and mathematics. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion, on standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002) [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics content standards for middle schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understanding of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002). • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	

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	General Overview of Adopted Instructional Materials		
Institute Curriculum – Middle School Level	• A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	• Attain a comprehensive awareness of materials linked to the district-adopted standards-based instructional program (Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	√

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	Curricular Framework, Standards, & Research		
Institute Curriculum – Middle School Level	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	√

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	Content, Concepts, Instructional Strategies		
Institute Curriculum – Middle School Level	• Demonstration and discussion on key content, concepts, and teaching strategies embedded in the English/reading-language arts and mathematics instructional programs for at least one grade level: – Identify and give examples of key content/concepts covered in program. – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in practice activities to describe key strategies for various components. – Model key scaffolding techniques to address needs of diverse learners [e.g., EL, GATE, Sp.Ed., at-risk of grade retention]. – Discuss these scaffolding techniques and practice articulating them.	• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted programs.	√

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	Support Systems		
Institute Curriculum – Middle School Level	• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, course-level teacher meetings, scheduling of block classes, selection of teachers for intervention classes, etc.) and planning implementation of new standards-based instructional programs (e.g., plan for implementing intervention program which includes considerations for student placement criteria; scheduling of two-period blocks for intervention program students; assignment, training, and support system for teachers for this program; information to parents on recommended action; etc.).	• Be able to identify several options for assisting with full implementation of the program.	

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	Assessments		

Institute Curriculum – Middle School Level	• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district.
	  – Identify and examine use of tools that assess effectiveness of instructional delivery of program content.
	  – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program.
	  – Identify and examine use of tools that assess student progress.
	  – Identify and examine effective tools to assess EL student needs.
	  – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.
		• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including:
		
		  – Tools that assess effectiveness of instructional delivery.
		  – Tools that assess EL student needs.
		  – Tools which assess student progress
			√

	• Training on interpretation and use of the STAR results for reading, language arts, and mathematics (CAT 6 and California Standards Tests) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data.
	  – Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations).
	  – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by grade level to determine importance of content standard domains and strands.
	  – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.).
	  – Review and interpret district/school API for most current year.
		• Be able to understand the interpretations and use of STAR results and the Academic Performance Index (API), and assist teachers and other members of the school community to interpret and understand the results.	√

	• Training on the interpretation and use of the CELDT.	• Be able to understand the interpretations and use of CELDT, and assist teachers and other members of the school community to interpret and understand the results.	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Communications & Technologies		
Institute Curriculum –Middle School Level	• Demonstration and discussion of ways to use technology to support school and teacher monitoring of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Identification of school structures and communication procedures and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, and determining action plans based on discussions and use of technology to aide communications. • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√ √ √